

June 17, 2013

Dear Title III Directors/Instructional Leaders:

Another year has come to an end and I am grateful for many good things: First of all, I applaud my fellow educators who have been dedicated and committed to improving services and programs for English learners. The MDE-Title III team has strengthened the relationship and trust with the local program directors, and as a result, has been able to implement several effective initiatives that, on the long run, will positively impact English learners' language development and academic achievement.

Student Achievement: We identified several districts and consortia districts where best practices are being implemented with fidelity and demonstrating positive impact on student achievement. In such districts, the achievement gap between ELs and non-ELs has been narrowing in reading and mathematics. We would love to hear from you about achievement trends in regards to English learners across content areas as well as in English language development or bilingual instruction. I urge all of us to consider these key contributing factors to EL achievement:

- a) Strengthen the implementation of WIDA English Language Development standards;
- b) Ensure teachers of ELs implement the scaffolding strategies across the curriculum to provide English learners access to the rigorous Common Core, and professional development in differentiating instruction;
- c) Build ELs' background knowledge and scaffold instruction across the curriculum (K-12) in order to be able to comprehend complex academic text;
- d) Provide professional development, coaching and support in strategies for cooperative learning, multiple formats for structuring interactive academic work, and how to support English learners at all proficiency levels so students are active participants in collaborative activities;
- e) Implement with fidelity strong research-based English learner program models, including a bilingual alternative option, when applicable and possible;
- f) Provide opportunities for collaboration and collaborative teaching between general education and bilingual/ESL staff; collaborate to plan and create instructional units and lesson plans that infuse both language and content objectives;

- g) Last but not least, parent and community engagement is a key factor in any student's achievement, especially English learners. Let's celebrate and strengthen our partnership with them.

In order to support your efforts, we are providing additional training on the WIDA standards and effective strategies at the Special Populations Conference (see information below).

Program Improvement: The United States Department of Education (USED) team conducted an onsite visit to our statewide Title III program during the week of May 14-17, 2013. The team audited the statewide program by conducting onsite visits (both program and fiscal) to Detroit Public Schools, Wayne Regional Educational Agency (including consortium members, Wayne Westland Public Schools and Taylor Public Schools), and Grand Rapids Public Schools. The districts' teams did an outstanding job presenting about their programs, services and the Title III processes they have in place—***many kudos to each local district's teams!***

The United States Department of Education- Title III team monitored us at MDE on the last day and reviewed all program components and indicators. I am pleased to inform you that the USED Title III team concluded that Michigan's Title III Program has complied with all aspects of Title III statute, regulatory and non-regulatory guidance, and that the team will share several of Michigan's best practices with other states. The USED Team had **neither findings nor citations** for Michigan! We will share the official summary once we receive it. Our Michigan's success is attributed to the commitment, proactive approach and strategic planning of the Title III teams at the local districts and the Intermediate School Districts. Thank you all and let's keep it up the good work and narrow the achievement gaps for the English learners.

Alternative Language program template: Please note that in order to fulfill the federal supplement not supplant requirements, all districts are required to complete the Alternative Language Program (ALP) template and attach to the Consolidated Application in MEGS+ at the link titled "Completed Template for Alternative Language Program Provided to English Learners". In each cell, if applicable, starting on the left side, include the level of service (number of hours daily), the mode of delivery and staff providing the service. A sample template is available at:
http://www.michigan.gov/mde/0,4615,7-140-6530_30334_40078-294223--,00.html

Services described in the template must reflect what the district is providing to English language learners **with general funds** in order to fulfill the 'supplement, not supplant'

ESEA requirements. The district may choose to concentrate their general funds on students with the lowest proficiency levels and then use the supplemental funds on students within all proficiency levels with differentiated concentration. Let's remember that all ELs within **all** proficiency levels across grades K-12 **must be served**. Teacher consultation is not considered service and is a deviation from the legislative requirements, both OCR and Title III. Teacher consultation could be an effective method for monitoring FLEPs. *Section 31a and any of the federal funds must be **used over and above** district's services funded from general funds.* Your regional consultant, Maria and I, will review local districts' templates to verify their completion and address any questions.

LEP Coding: If you make errors in checking a student as LEP on MSDS, you can still undo the coding before you certify the data at each data collection window (fall, spring, end of year). Work with your MSDS data personnel to inform them of the process for identifying potential ELs via information derived from the Home Language Survey, completing the LEP screens on MSDS, and exiting students by **the June 30 deadline annually**. Remind the data entry teams that they must enter a language other than English if a student is LEP eligible. Per CEPI's Manual, MSDS only collects one language field – Home Language. If the Home language is English but the native language of the student is a non-English language, designate the native language as primary. If the district is NOT entering this manually and is instead submitting an uploaded file, they need to list the native language first since CEPI does not collect a separate “primary” indicator field. Please follow the Link to review the MSDS 2013-14 manual. Pages 278-295 discuss several elements of the LEP component; page 278 has the narrative of Home versus Native Language:

[http://www.michigan.gov/documents/cepi/2013-14 MSDS collection details 422850 7.pdf](http://www.michigan.gov/documents/cepi/2013-14_MSDS_collection_details_422850_7.pdf)

The home language survey is only the first step used in identifying **potentially eligible** ELs. Administering the ELP Screener (W-APT or ELPA) and entering the score on BAA's website **does not qualify a student as LEP**. Administering the ELPA or WIDA Screener (W-APT), **in addition to** a reading and mathematics assessments assists you in determining eligibility for services. The Entrance and Exit protocol and procedures provide the steps districts must use to identify ELs/LEP:

[http://www.michigan.gov/documents/mde/Entrance and Exit Protocol 10.30.12 402532 7.pdf?20130616195939](http://www.michigan.gov/documents/mde/Entrance_and_Exit_Protocol_10.30.12_402532_7.pdf?20130616195939)

Districts notify MDE of a student's designation as LEP via MSDS and not via BAA's ELP assessment website. The MDE team determines who is LEP eligible for funding, services and accountability purposes by pulling the list of LEP from MSDS and not from BAA's ELP assessment results.

Title III Plan within the DIP: The AdvanED/ASSIST has been changed but you can still include your Title III plan within your district's DIP by adding objectives, strategies and activities under the drop down menu at the goal level. Consortium Leads must submit a plan with their application by attaching it to MEGS+ at the link titled 'additional Title III documents.'

Technical Assistance: Our annual face-to-face directors' meeting where we provide technical assistance and listen to your needs and address questions is taking place at the Special Populations Conference taking place on September 23-24 at Kellogg Hotel and Conference Center-East Lansing. The registration link is below:

http://www.michigan.gov/mde/0,4615,7-140-6530_30334_40078-303996--,00.html

The link has the conference flyer and registration process (the registration fee is only \$25.00 until July 30, 2013 to cover lunches. After July 30, the cost is \$35). I urge you to register before leaving for your summer vacation/relief days. ***The first Title III session will include all Title III Directors/Coordinators so we can build consensus on a few major areas that pertain to EL programming and services.*** We encourage you to **bring parents** to the Special Populations Conference since we have a special strand focusing on topics of interest to them. Registration for parents is free but you may use Title III funds to cover transportation. Parents who attended the conference last year felt empowered and energized!!

Maria and I wish you a restful summer and look forward to seeing and talking with you at the Special Populations Conference in September.

Best Regards,

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